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ABSTRACT

Results are summarized for the Austin, Texas, Independent School District (AISD) achievement testing program during the 1984-85 year. The data are presented to compare AISD results to national and urban averages. The performance of AISD students on other tests is presented, as well as two-year and six-year trends. Both percentile and grade equivalent scores are provided for Black, Hispanic, Other, and Total student groups. Major findings include: (1) AISD students consistently achieved above the national average in grades 1-12 in all areas--language, reading, written expression, using information sources, mathematics, science, social studies, and work and study skills; (2) achievement trends are upward at all grade levels for the last two years; (3) minority student achievement increased at a greater rate than nonminorities; (4) AISD students achieved higher than two-thirds to three-fourths of the national urban average; and (5) kindergarten students progressed over nine months in language skills during a seven-month period. Further needs are identified concerning seventh and eighth grade achievement and elementary school mathematics. (GDC)

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EXECUTIVE SUMMARY

STUDENT ACHIEVEMENT 1984-1985

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MAJOR POSITIVE FINDINGS:

1. AISD students consistently achieved above the national average at grades 1-12 in all areas.

2. The six-year trend in achievement at grades 1-8 is upward. Junior high achievement has gone from below the national average in all areas to above the national average. The two-year trend at grades 9-12 is also upward; all areas are now above the national average.

3. Minority student achievement has improved at a greater rate than the achievement of nonminority students.

4. The average AISD student at grades 1-8 achieved higher in all areas than three fourths of the students in urban districts nationwide. The average AISD student at grades 9-12 achieved higher than two thirds of the students in urban districts nationwide.

5. AISD's minority student achievement at grades 1-8 is above the average for all students in urban districts nationwide. AISD's Hispanic student achievement at grades 9-11 is above the average for all students in urban districts nationwide.

6. Kindergarten students made 9.5 months progress in language skills in the seven months from pre- to posttesting.

MAJOR FINDINGS REQUIRING ACTION:

1. Students completing grades 7 and 8 continued to be lower achieving compared to previous groups of students in AISD. High school teachers will be challenged in the next few years to improve the skill levels of these students.

2. Although the ranking of AISD in elementary mathematics among the Texas urban districts improved, AISD is still low. Efforts to improve mathematics skills must continue.

3. Teachers will be challenged to raise skill levels of students to match the higher mastery levels to be required on the TEAMS.

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HOW DOES AISD STUDENT ACHIEVEMENT COMPARE TO NATIONAL AVERAGES?

Compared to students tested nationwide:

- AISD students consistently achieved above the national average at all grade levels.
- The areas of highest achievement are:
  - language in grades 1 and 3-8,
  - reading in grade 2,
  - written expression in grades 9 and 10,
  - using sources of information in grade 11, and
  - mathematics in grade 12.
- The areas of lowest achievement are:
  - math in grades 1, 2, 7, and 8,
  - reading in grades 3-8,
  - science in grades 9-11, and
  - social studies in grade 12.
- Kindergarten students achieved above the national average in language and mathematics and below the national average in listening.
- The average achievement of Hispanic and Black students is generally below the national average. Areas above the national average are:
  - reading for Hispanics at grade 1,
  - language at grades 1-3 for both Black and Hispanic students and at grades 4 and 5 for Hispanic students, and
  - mathematics and work-study skills for Hispanic students at grade 3.

AISD students in grades K-8 take the Iowa Tests of Basic Skills (ITBS) each spring. Students in grades 9-12 take the Tests of Achievement and Proficiency (TAP). Both the ITBS and TAP were nationally normed in 1982.

Figure 1 presents AISD's median percentiles on the ITBS Composite score for grades 1-8. Figure 2 presents AISD's median percentiles on the TAP Composite score for grades 9-12. The Composite score is an average of all subtests reported in detail in Attachments 1 and 2.

KEY WORDS

NATIONAL AVERAGE:
Standard set by testing students across the nation.

The 50th percentile is the national average.

MEDIAN:
The middle scores; half are higher, half are lower.

PERCENTILE:
The percentage of students who scored lower.

50th percentile means 50% of the national norm group made a lower score.

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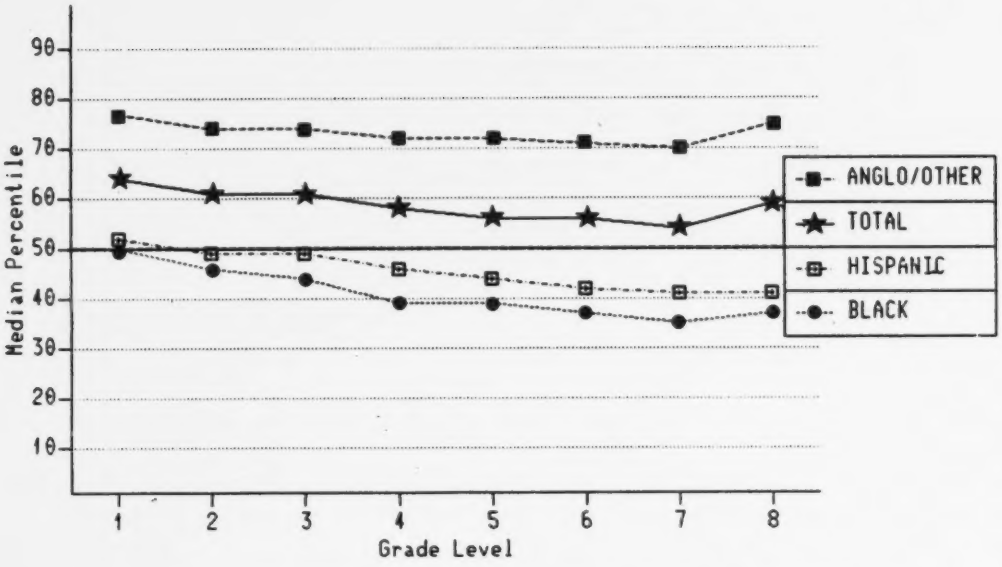

Figure 1: AISD MEDIAN PERCENTILES, 1984-85 ITBS, GRADES 1-8, COMPOSITE SCORES.

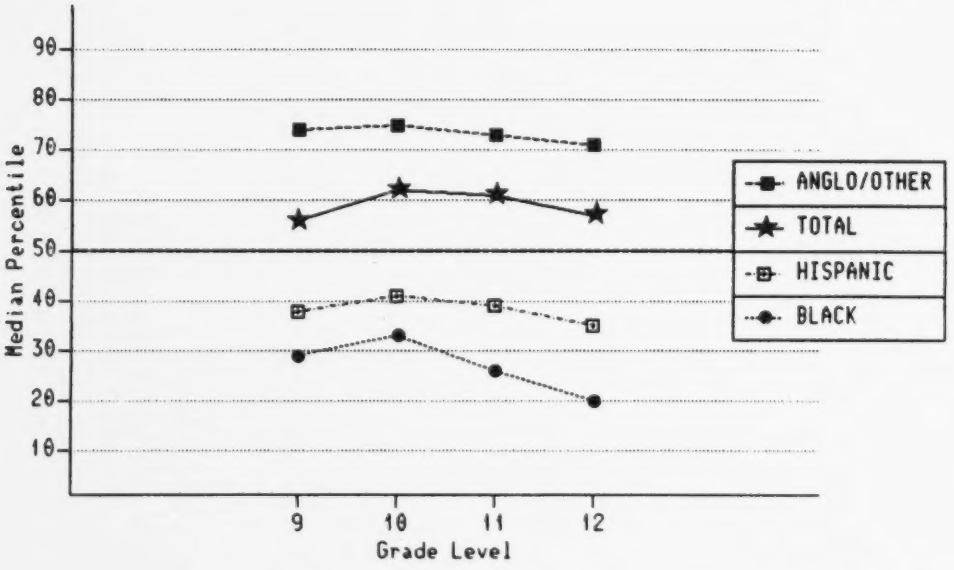

Figure 2: AISD MEDIAN PERCENTILES, 1984-85 TAP, GRADES 9-12, COMPOSITE SCORES.

AISD student achievement is at or above the national average in every area at grades 1-12.

- The highest achievement area in grades 1-8 is language. AISD averages are from 10-20 percentile points above the national average.

- The lowest achievement area in AISD in grades 1 and 2 is mathematics, although these scores are still above the national average by 8 and 9 percentile points, respectively. Reading is the lowest achievement area in grades 3-8, with medians 0-7 percentile points above the national average.

- Written expression is the area of highest AISD achievement in grades 9 and 10 (10 and 16 percentile points above the national average). Using sources of information is the highest area in grade 11 (13 percentile points above the national average), and mathematics is the highest area in grade 12 (11 percentile points above the national average).

- Science is the area of lowest AISD achievement in grades 9, 10, and 11, although these scores are above the national average by 3, 8, and 5 percentile points, respectively. Social studies is the lowest achievement area in grade 12 (one percentile point above the national average).

- Kindergarten students achieve above the national average in language and mathematics, and achieve below the national average in listening. The AISD language average rises from below the national average in the fall (43rd percentile) to above the national average in the spring (53rd percentile). This represents a grade equivalent gain of 9.5 months in a seven-month period of instruction. This above-average gain is illustrated in Figure 3 and detailed in Attachment 3.

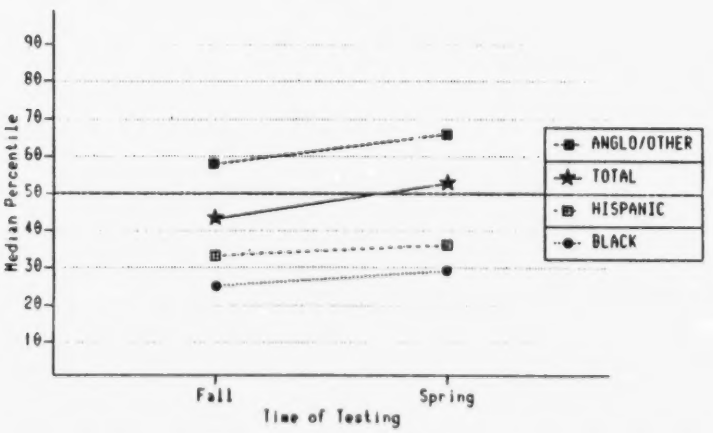

Figure 3: AISD MEDIAN PERCENTILES, KINDERGARTEN, LANGUAGE TEST, 1984-85.

Minority student achievement is below the AISD average at all grades and is generally below the national averages. (See Figures 1 and 2.) However, some minority students score in the highest ranges of the ITBS and TAP, above the average for the Anglo students in AISD. At the early grades some AISD minority student averages are above the national average.

- AISD medians for minority students are higher in the early grades than in the later grades.
- Hispanic students tend to have higher achievement levels than Black students, except in language at grade 2.
- Language is the highest achievement area for minority students in grades 1-11 and mathematics is the highest achievement area for minority students in grade 12. The average language score for minority students at grades 1-3 is above the national average for all students. Hispanic student achievement in language is at or above the national average at grades 4 and 5, also.
- Reading is the lowest achievement area for Hispanic students at grades 2-8 and 12, and for Black students at grades 2-6. Mathematics is the lowest achievement area for Blacks in grades 1, 8, and 9, and for Hispanics in grades 1 and 9.
- Minority student achievement in grades 9-12 is below national achievement levels in all areas.
- AISD Hispanic students achieve highest at grades 9-11 in written expression and in mathematics at grade 12. The lowest achievement is in mathematics at grade 9, social studies at grade 10, science at grade 11, and reading at grade 12.
- AISD Black students achieve highest at grades 9-11 in written expression and at grade 12 in mathematics. The lowest achievement is in mathematics at grade 9, social studies at grade 10, and science at grades 11 and 12.

KEY WORD:

GRADE EQUIVALENT:

The grade and month of school in which a score would be made by an average student.
Example: 7.3 is the score made by an average student in the third month of grade seven.

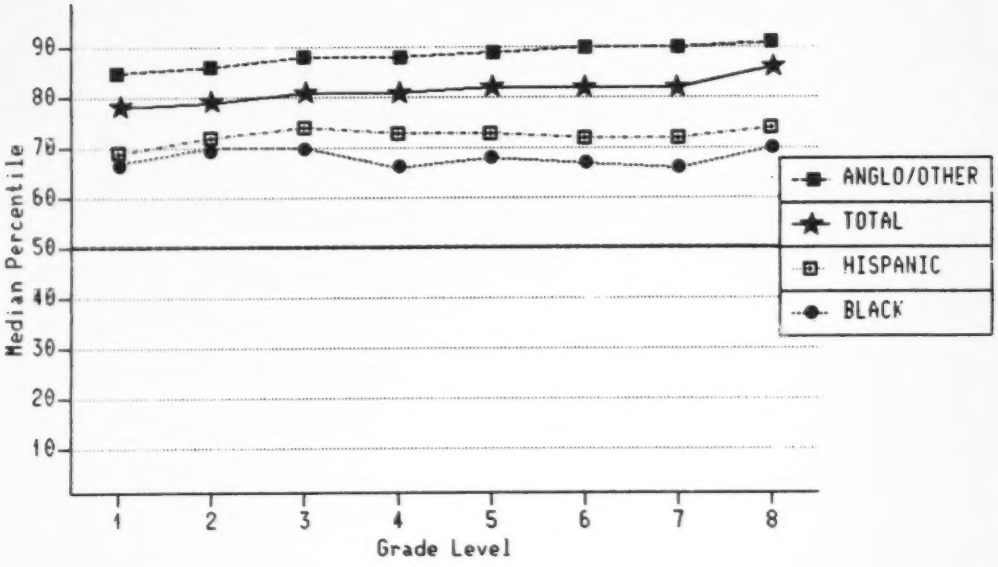

Figure 4: ITBS URBAN NORMS, AISD MEDIAN PERCENTILES, GRADES 1-8, 1984-85, COMPOSITE SCORE.

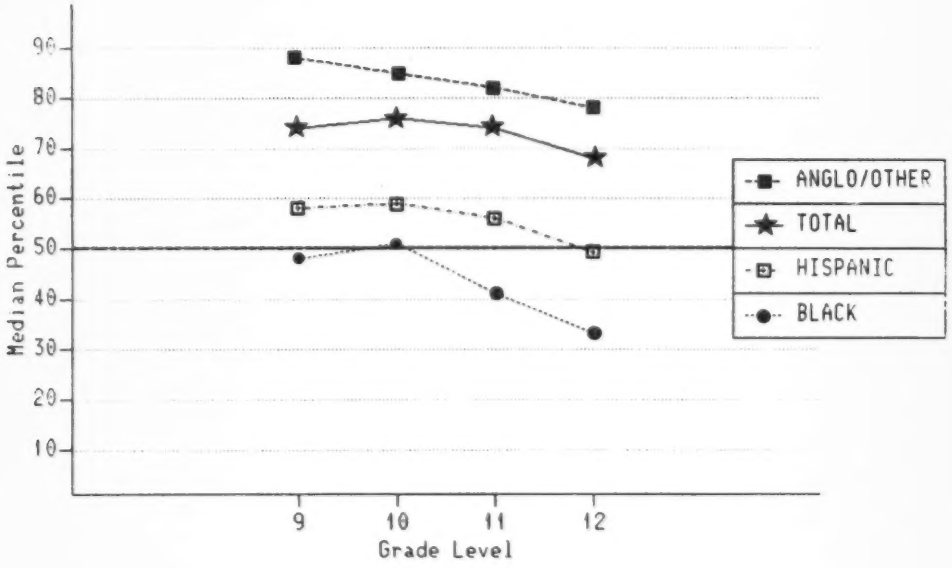

Figure 5. TAP URBAN NORMS, AISD MEDIAN PERCENTILES, GRADES 9-12, 1984-85, COMPOSITE SCORE.

HOW DOES STUDENT ACHIEVEMENT COMPARE TO URBAN AVERAGES?

- The average AISD student in grades 1-10 scores higher than three fourths of the students in other urban districts.
- Black and Hispanic students in AISD at grades 1-8 score from 16 to 24 percentile points higher than the average for all students from urban districts.

AISD achievement in grades 1-12 is well above the average for other urban districts. (See Figures 4 and 5 and Attachment 4.) Minority student achievement in AISD at grades 1-8 is higher than the national average for students in urban districts.

Hispanic students in grades 9-11 achieve higher in all areas than the average urban student. Black students in grade 10 achieve one percentile point above the national average for urban districts. Black students at grades 9, 11, and 12 and Hispanic students in grade 12 achieve below the national average for urban districts.

AISD's mathematics averages are higher than reading averages at grades 3-6. However, mathematics is the lowest achievement area in AISD compared to other urban districts at grades 1-8. AISD's mathematics scores are lower than the scores from four of the other seven Texas urban districts on the Texas Assessment of Basic skills (TABS).

HOW DOES AISD'S 1984-85 STUDENT ACHIEVEMENT COMPARE TO PAST YEARS?

- Achievement in grades 1-8 is higher in all areas compared to five years ago.
- Achievement in grades 1-2, 4-6, and 9-12 is higher in all areas compared to one year ago.
- Achievement in grades 3, 7, and 8 is lower in all areas compared to one year ago.
- Kindergarten students achieved lower in listening compared to one year ago.
- Minority student achievement in grades 1-8 is:
  - generally the same or higher than last year, and
  - clearly higher than five years ago.

Two-Year Trends

On the ITBS in 1984-85, Composite score averages at grades 2, 4, and 6 were higher than the previous year. Averages at grades 1 and 5 were unchanged, and averages at grades 3, 7, and 8 were lower than the previous year. Black students in AISD achieved higher than the previous year in grades 1, 6, and 8, lower in grades 3 and 7. Grades 2, 4, and 5 remained the same. Hispanic students in AISD achieved higher than the previous year in grades 1, 2, 5, 6, and 7, lower in grades 3 and 8, and the same in grade 4.

The decreases at grades 7 and 8 continue a trend for those two groups of students, who have been noticeably lower achieving than the groups of students just ahead or behind them. If the trend continues, 1984-85 achievement in both grades 8 and 9 can be expected to be lower than the current levels.

Averages for minority and nonminority students at grades 9-12 on the TAP went up with the exception of Black students at grade 12, who achieved lower than Black students at grade 12 the previous year.

Six-Year Trends

Achievement levels have risen in the past six years at grades 1-8, most noticeably at grades 6-8. The greatest increases have been in language skills. Minority student achievement averages have risen at a substantially higher rate than have the overall District averages. As shown in Figures 7 and 8, both Black and Hispanic achievement levels are considerably higher in 1984-85 than in 1979-80. At the junior high level, minority students are scoring one full year higher in grade equivalents on the Composite score.

It is not possible to describe high school achievement trends over the past six years because of the change from the STEP to the TAP in 1984.

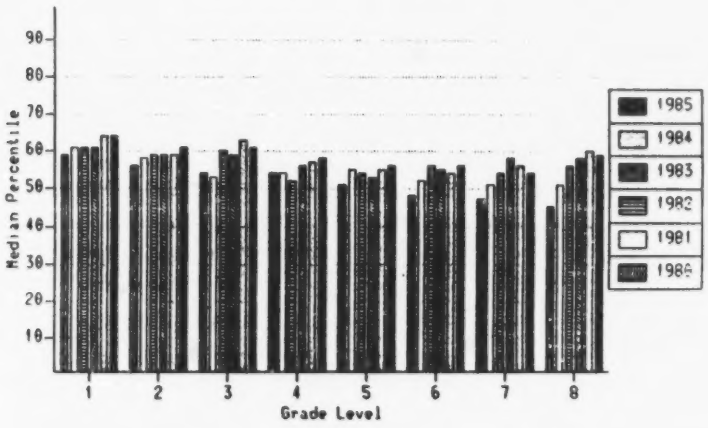

Figure 6: AISD ACHIEVEMENT TRENDS ON ITBS COMPOSITE SCORES FOR GRADES 1-8: 1980 to 1985.

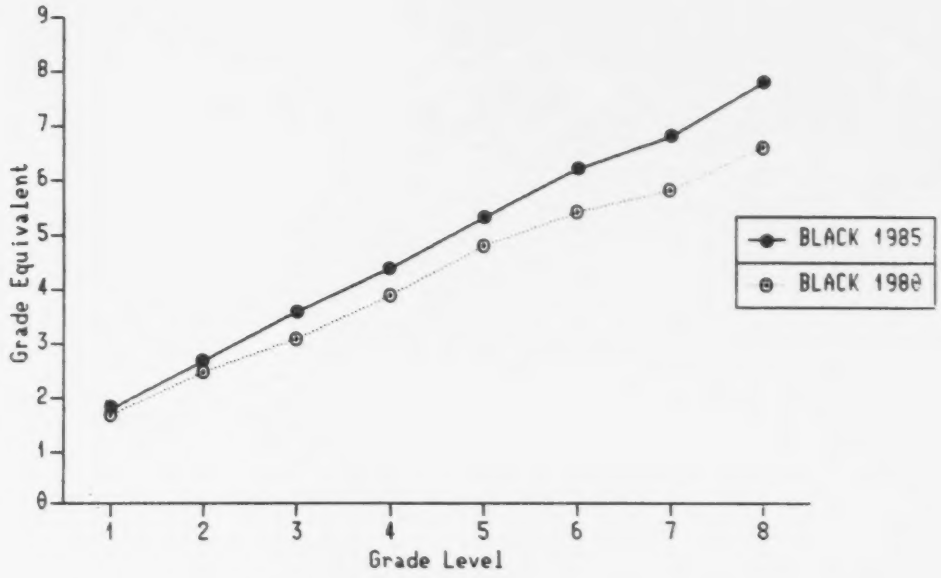

Figure 7: BLACK STUDENT ACHIEVEMENT: ITBS COMPOSITE SCORE, 1980 and 1985.

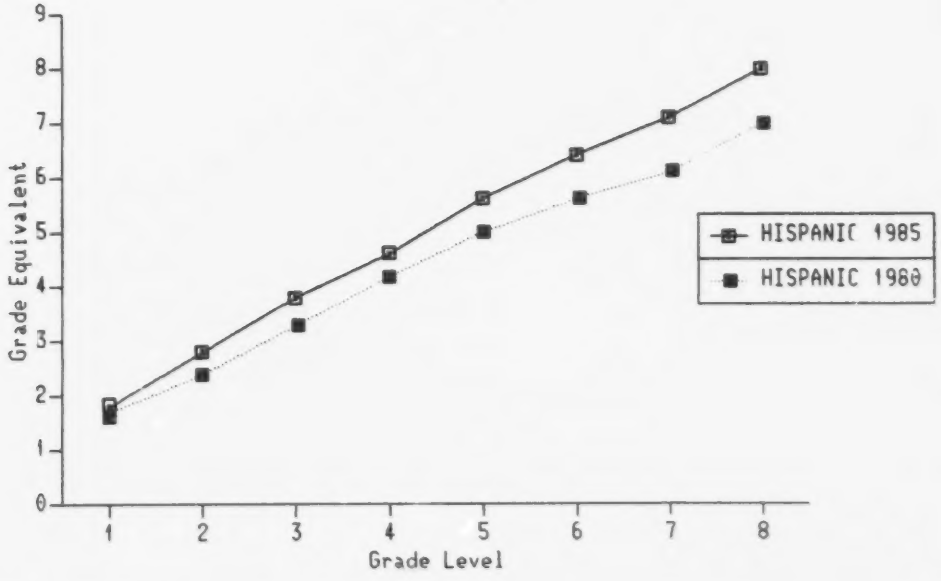

Figure 8: HISPANIC STUDENT ACHIEVEMENT: ITBS COMPOSITE SCORE, 1980 and 1985.

HOW DID AISD STUDENTS PERFORM ON THE TEXAS ASSESSMENT OF BASIC SKILLS (TABS)?

- AISD students achieved generally at the urban districts' average.
- AISD averages have tended to go up the last six years. Minority students' scores have improved the most.

The Texas Assessment of Basic Skills (TABS) is a statewide test given annually to students in grades 3, 5, and 9-12. Performance on the test is evaluated in terms of the percentage of students at or above the mastery level set by the Texas Education Agency (TEA). In 1985, the percentage of AISD students reaching the mastery level was generally lower than in 1984. However, informal communication with suburban and other urban school districts indicates that the TABS was measurably more difficult in 1985 than in previous years; the standard was raised.

For more information on District TABS results, please refer to the Texas Assessment of Basic Skills, 1985 Final Report.(ORE Publication Number 84.25)

	One-Year Difference		Long-Term Difference		AISD Ranking Among The Big 8		
Grade 3	AISD	Big 8	AISD	Big 8	1984	1985	Change In Rank
Mathematics	+1	-1	+10	+11	6	5	+1
Reading	-4	-3	+7	+10	1	2	-1
Writing	-2	-2	+5	+4	2	2	0
Grade 5							
Mathematics	-3	-3	+6	+13	6	5	+1
Reading	-4	-4	+2	+9	2	1	+1
Writing	-3	-2	-2	+2	2	2	0
Grade 9							
Mathematics	-1	+1	+8	+16	3	4	-1
Reading	-8	-9	+6	+9	3	2	+1
Writing	-6	-6	+1	+7	3	4	-1

Figure 9: CHANGES IN THE PERCENTAGES OF STUDENTS MASTERING TABS OBJECTIVES (GRADES 3 AND 5) AND THE TOTAL TEST (GRADE 9) OVER TIME FOR ASID AND THE BIG 8 URBAN DISTRICTS IN TEXAS. AISD'S RANKING RELATIVE TO THE OTHER URBAN DISTRICTS.

HOW DO AISD STUDENTS COMPARE TO OTHERS TAKING COLLEGE ADMISSION TESTS?

- AISD seniors who take the Scholastic Aptitude Test (SAT) score higher than do students nationwide and statewide.
- 50 AISD seniors were National Merit Scholarship semi-finalists in 1985. No other Texas district had more.

Although a higher percentage of AISD's seniors, including a higher percentage of female and minority students, take the Scholastic Aptitude Test (SAT) than seniors nationwide, AISD's average scores are higher than the national averages. For the fourth year in a row the percentage of minority students taking the SAT rose, and they now comprise 26.3% of the AISD SAT-takers. Both the AISD seniors' SAT Verbal and Mathematics mean scores dropped in 1984, by six and five points, respectively. This makes the second year in a row that AISD seniors' SAT Mathematics scores declined. The six-point drop in the average Verbal scores is the sharpest decline since 1982.

The numbers of National Merit Scholarship semifinalists, finalists, and scholarship recipients for the past six years are shown in Figure 10. The 50 semifinalists represent 3.5% of AISD's seniors who were tested. Only .5% of the seniors tested nationally are recognized as semifinalists.

	Class of:					
	1980	1981	1982	1983	1984	1985
Semifinalists	49	49	35	53	40	50
Finalists	31	40	31	47	36	46
Scholarship Recipients	31	23	21	33	27	35

Figure 10. NATIONAL MERIT SCHOLARSHIP QUALIFIERS, 1980 TO 1985.

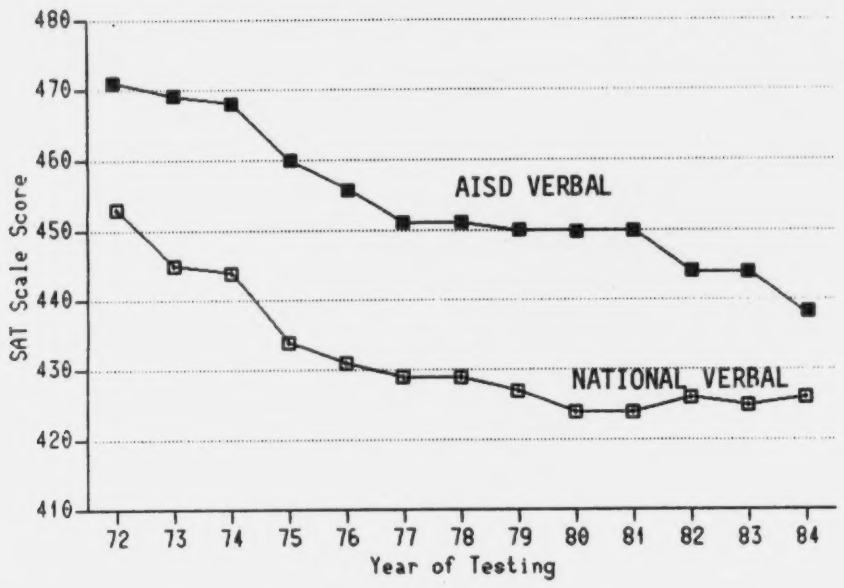

Figure 11. SCHOLASTIC APTITUDE TEST NATIONAL AND AISD AVERAGES: VERBAL 1972 to 1984.

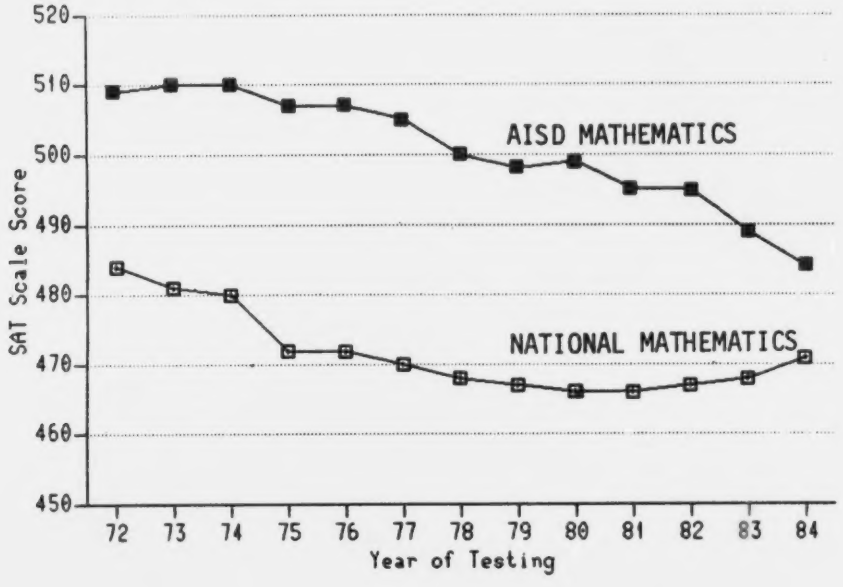

Figure 12. SCHOLASTIC APTITUDE TEST NATIONAL AND AISD AVERAGES: MATHEMATICS 1972 to 1984.

WHAT OTHER INFORMATION SHOULD BE CONSIDERED TO UNDERSTAND STUDENT ACHIEVEMENT IN AISD?

Two areas are of importance for interpreting student achievement in AISD:

- Characteristics of the student population, and
- Programs for special populations.

Enrollment in kindergarten through grade 12 increased to 58,379 in the first six-weeks of the 1984-85 school year. This represents a 3.8% increase over the previous school year. Although enrollment is in an upward trend, compared to 1975-76, the year of AISD's highest enrollment (59,293), the enrollment for 1984-85 was 1.5% lower.

The percentage of enrolled students attending school has increased slowly from 91% in the mid-1970's to 94% through the fifth six-weeks period in 1984-85. Historically, attendance is higher at the elementary grades and lower at the high school level.

The ethnic composition of AISD's student population is 52.7% Anglo/Other, 28.3% Hispanic, and 19.0% Black. The percentage of minority students is higher in grade 1 than in grade 12 and has tended to increase at all grade levels over the past 10 years. However, The percentage of Anglo/Other students increased in 1984-85 for the first time since 1973-74.

The percentage of AISD students from low-income families who qualify for a free or reduced-price meal is 31%. This percentage is highest at the elementary level and lowest at the high school level. Family socioeconomic status is closely related to school achievement. In AISD, students who qualify for a free or reduced-price meal score lower on achievement tests. Attachment 5 provides median scores by ethnic group for these students.

Programs for special populations provide instructional sevices to a wide range of students. These programs share the goal of improving student achievement. The reader is encouraged to refer to the evaluation reports on these special programs. (In addition to these, there are other smaller programs that share in the focus on student achievement.)

Program	ORE Report Publication Number
ECIA Chapter 1/Chapter 1 Migrant	84.55
Gifted and Talented	84.60
High School Graduation Minimum Competency Requirement	84.59
Local/State Bilingual	84.54
Project Achieve	84.03
State Compensatory Education	84.24
Teach and Reach	84.50

The costs for these seven programs for the past five years are outlined below.

Program	Funding	1984-85	1983-84	1982-83	1981-82	1980-81	1979-80
ECIA Chapter 1	Federal	2,965,000	2,600.000	2,500,000	2,600,000	2,800,000	2,700,000
ECIA Chapater 1 Migrant	Federal	750,000	1,000,000	950,000	900,000	1,000,000	850,000
Gifted and Talented	Local/State	445,000	411,850	252,000	335,000	211,000	-
HS Grad. Min. Comp. Req.	Local	54,000	52,000	50,000	47,000	41,000	52,000
Local/State Bilingual	Local/State	833,800	847,000	850,000	1,054,000	1,065,000	825,000
Project Achieve	Local/State	6,800	-	-	-	-	-
State Compensatory Education	State	1,052,000	1,052,000	1,112,000	992,000	841,000	869,000
Teach and Reach	Local	187,000	-	-	-	-	-

Decreasing the overlap of services by these programs to the same students has been a long-range goal of AISD. In the 1977-78 school year, 1,065 students were served by more than two special programs. This overlap had been steadily decreasing, but in the 1984-85 school year it increased by 30 students to 284. This increase reflects the services by Project Achieve to secondary students who were served by other programs.

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ATTACHMENTS

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		READING TOTAL					
		PERCENTILES			GRADE EQUIVALENTS		
GRADE	ETHNICITY	80	84	85	80	84	85
1	BLACK	42	47	47	1.61	1.72	1.71
	HISPANIC	45	50	52	1.68	1.78	1.82
	OTHER	76	78	78	2.43	2.51	2.51
	TOTAL	60	64	64	2.03	2.12	2.12
2	BLACK	35	44	42	2.40	2.77	2.62
	HISPANIC	32	45	46	2.34	2.69	2.71
	OTHER	76	78	80	3.50	3.60	3.63
	TOTAL	57	62	63	2.98	3.11	3.16
3	BLACK	27	42	39	3.01	3.53	3.44
	HISPANIC	32	47	45	3.15	3.66	3.61
	OTHER	67	73	71	4.44	4.67	4.59
	TOTAL	52	60	57	3.88	4.14	4.06
4	BLACK	21	34	33	3.71	4.26	4.21
	HISPANIC	27	40	39	3.99	4.47	4.44
	OTHER	70	71	71	5.63	5.65	5.65
	TOTAL	52	52	54	4.91	4.92	5.00
5	BLACK	22	32	35	4.63	5.09	5.18
	HISPANIC	26	37	38	4.84	5.30	5.36
	OTHER	67	71	71	6.58	6.73	6.75
	TOTAL	49	51	51	5.79	5.92	5.92
6	BLACK	17	28	32	5.14	5.81	5.98
	HISPANIC	22	33	36	5.46	6.02	6.16
	OTHER	65	69	70	7.55	7.74	7.79
	TOTAL	47	51	52	6.67	6.86	6.92
7	BLACK	17	33	32	5.67	6.71	6.68
	HISPANIC	20	36	35	5.93	6.88	6.83
	OTHER	64	70	67	8.39	8.69	8.58
	TOTAL	46	53	50	7.44	7.87	7.69
8	BLACK	16	28	33	6.41	7.35	7.67
	HISPANIC	22	36	36	6.86	7.79	7.77
	OTHER	66	72	71	9.51	9.88	9.84
	TOTAL	45	55	54	8.32	8.96	8.89

		MATH TOTAL					
		PERCENTILES			GRADE EQUIVALENTS		
GRADE	ETHNICITY	80	84	85	80	84	85
1	BLACK	35	38	39	1.53	1.60	1.62
	HISPANIC	38	44	47	1.60	1.71	1.75
	OTHER	65	71	73	2.08	2.21	2.23
	TOTAL	51	57	59	1.82	1.93	1.96
2	BLACK	32	42	43	2.42	2.64	2.65
	HISPANIC	34	47	47	2.46	2.75	2.75
	OTHER	63	67	71	3.11	3.20	3.30
	TOTAL	50	56	58	2.82	2.93	2.99
3	BLACK	29	38	45	3.25	3.49	3.64
	HISPANIC	34	52	50	3.37	3.82	3.79
	OTHER	66	74	71	4.26	4.49	4.40
	TOTAL	52	61	60	3.84	4.11	4.05
4	BLACK	26	36	37	4.02	4.36	4.37
	HISPANIC	35	45	46	4.32	4.65	4.66
	OTHER	69	70	70	5.39	5.42	5.44
	TOTAL	53	56	56	4.89	4.96	4.97
5	BLACK	26	35	35	4.92	5.25	5.24
	HISPANIC	34	42	44	5.19	5.49	5.56
	OTHER	64	68	68	6.34	6.50	6.51
	TOTAL	51	53	54	5.81	5.92	5.94
6	BLACK	23	31	33	5.64	5.97	6.06
	HISPANIC	30	41	41	5.96	6.41	6.39
	OTHER	68	69	69	7.48	7.55	7.54
	TOTAL	51	53	53	6.81	6.88	6.88
7	BLACK	19	33	32	6.21	6.86	6.80
	HISPANIC	29	38	40	6.64	7.12	7.20
	OTHER	67	70	64	8.44	8.55	8.32
	TOTAL	49	54	50	7.62	7.83	7.67
8	BLACK	18	31	32	6.94	7.70	7.78
	HISPANIC	27	41	39	7.52	8.21	8.12
	OTHER	65	71	69	9.33	9.63	9.52
	TOTAL	46	57	54	8.47	8.96	8.82

Attachment 1. ITBS MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, GRADES 1-8 BY ETHNICITY, 1979-80, 1983-84, AND 1984-85, 1982 NORMS. Students at grade level would receive an X.8 grade equivalent median in grades 1-6 and an X.67 median in grades 7 and 8. The median percentile rank for the national norm group is 50 for all grades.

(Page 1 of 3, Reading Total and Math Total.)

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		LANGUAGE TOTAL					
		PERCENTILES			GRADE EQUIVALENTS		
GRADE	ETHNICITY	80	84	85	80	84	85
1	BLACK	45	51	54	1.67	1.81	1.87
	HISPANIC	47	53	55	1.71	1.86	1.90
	OTHER	68	76	76	2.39	2.77	2.74
	TOTAL	57	66	67	1.97	2.30	2.33
2	BLACK	44	58	56	2.63	3.07	3.00
	HISPANIC	39	53	54	2.47	2.90	2.94
	OTHER	68	67	68	3.52	3.48	3.53
	TOTAL	57	61	62	3.05	3.19	3.24
3	BLACK	41	58	57	3.50	4.16	4.15
	HISPANIC	44	64	60	3.59	4.43	4.27
	OTHER	74	82	79	4.92	5.32	5.17
	TOTAL	62	73	70	4.37	4.87	4.72
4	BLACK	31	47	45	4.03	4.71	4.64
	HISPANIC	38	54	54	4.34	5.03	5.04
	OTHER	71	74	74	5.84	6.00	6.01
	TOTAL	57	62	63	5.16	5.42	5.46
5	BLACK	35	48	48	5.03	5.72	5.68
	HISPANIC	35	51	52	5.06	5.88	5.94
	OTHER	69	76	74	6.80	7.25	7.11
	TOTAL	54	62	62	6.05	6.47	6.44
6	BLACK	28	43	46	5.48	6.46	6.59
	HISPANIC	31	48	48	5.70	6.73	6.76
	OTHER	64	73	73	7.64	8.16	8.19
	TOTAL	50	60	60	6.84	7.41	7.43
7	BLACK	21	45	46	5.63	7.31	7.32
	HISPANIC	27	47	49	6.05	7.39	7.55
	OTHER	63	74	73	8.47	9.19	9.15
	TOTAL	46	62	61	7.38	8.42	8.33
8	BLACK	20	41	46	6.44	8.01	8.41
	HISPANIC	28	50	48	7.06	8.66	8.54
	OTHER	62	77	76	9.46	10.55	10.42
	TOTAL	45	66	64	8.33	9.73	9.62

		WORD ANALYSIS (Grades 1-2) WORK-STUDY TOTAL (Grades 3-8)					
		PERCENTILES			GRADE EQUIVALENTS		
GRADE	ETHNICITY	80	84	85	80	84	85
1	BLACK	47	47	46	1.71	1.71	1.71
	HISPANIC	49	50	51	1.76	1.81	1.84
	OTHER	75	76	76	2.51	2.57	2.54
	TOTAL	63	64	64	2.16	2.17	2.17
2	BLACK	36	42	42	2.34	2.53	2.54
	HISPANIC	37	47	48	2.38	2.69	2.73
	OTHER	73	73	72	3.59	3.62	3.57
	TOTAL	57	61	61	3.04	3.17	3.15
3	BLACK	31	47	47	3.13	3.67	3.67
	HISPANIC	37	55	52	3.35	3.92	3.84
	OTHER	70	76	73	4.46	4.73	4.61
	TOTAL	54	65	62	3.91	4.30	4.18
4	BLACK	26	41	43	3.81	4.39	4.51
	HISPANIC	36	48	49	4.23	4.69	4.71
	OTHER	69	72	74	5.54	5.69	5.75
	TOTAL	54	58	60	4.91	5.09	5.17
5	BLACK	29	40	41	4.83	5.33	5.34
	HISPANIC	36	46	48	5.15	5.62	5.69
	OTHER	66	73	75	6.51	6.83	6.90
	TOTAL	53	58	59	5.91	6.14	6.18
6	BLACK	25	36	36	5.49	6.09	6.08
	HISPANIC	27	43	45	5.60	6.40	6.52
	OTHER	64	72	71	7.40	7.86	7.82
	TOTAL	48	56	57	6.63	7.00	7.07
7	BLACK	18	31	31	5.77	6.53	6.55
	HISPANIC	23	38	37	6.03	6.94	6.92
	OTHER	60	71	69	8.19	8.85	8.72
	TOTAL	41	54	52	7.12	7.88	7.72
8	BLACK	17	31	33	6.41	7.38	7.55
	HISPANIC	25	41	41	6.96	8.06	8.05
	OTHER	61	75	73	9.30	10.08	9.98
	TOTAL	42	59	57	8.12	9.16	9.08

Attachment 1. ITBS MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, GRADES 1-8 BY ETHNICITY, 1979-80, 1983-84, AND 1984-85, 1982 NORMS.

(Page 2 of 3, Language Total, Word Analysis, and Work-Study Total.)

		COMPOSITE SCORES					
		PERCENTILES			GRADE EQUIVALENTS		
GRADE	ETHNICITY	80	84	85	80	84	85
1	BLACK	43	49	50	1.65	1.75	1.77
	HISPANIC	46	51	52	1.69	1.80	1.83
	OTHER	73	77	77	2.40	2.54	2.54
	TOTAL	60	64	64	2.05	2.15	2.16
2	BLACK	37	46	46	2.48	2.73	2.72
	HISPANIC	35	47	49	2.42	2.76	2.82
	OTHER	72	72	74	3.51	3.51	3.56
	TOTAL	56	60	61	3.01	3.12	3.17
3	BLACK	29	45	44	3.14	3.66	3.64
	HISPANIC	35	51	49	3.32	3.88	3.80
	OTHER	69	77	74	4.48	4.77	4.67
	TOTAL	55	64	61	3.99	4.28	4.20
4	BLACK	25	39	39	3.86	4.37	4.36
	HISPANIC	34	46	46	4.17	4.63	4.63
	OTHER	70	71	72	5.60	5.64	5.70
	TOTAL	55	57	58	4.97	5.07	5.10
5	BLACK	29	39	39	4.83	5.30	5.32
	HISPANIC	32	43	44	5.01	5.49	5.56
	OTHER	67	72	72	6.57	6.78	6.81
	TOTAL	52	56	56	5.89	6.07	6.09
6	BLACK	21	34	37	5.37	6.01	6.16
	HISPANIC	26	41	42	5.61	6.34	6.38
	OTHER	65	70	71	7.51	7.77	7.78
	TOTAL	48	55	56	6.71	7.01	7.04
7	BLACK	18	36	35	5.75	6.80	6.78
	HISPANIC	23	40	41	6.09	7.06	7.08
	OTHER	65	73	70	8.40	8.78	8.65
	TOTAL	47	57	54	7.42	7.94	7.82
8	BLACK	18	33	37	6.57	7.53	7.79
	HISPANIC	25	42	41	7.04	8.11	8.04
	OTHER	66	76	75	9.40	9.98	9.90
	TOTAL	46	60	59	8.31	9.12	9.07

Attachment 1. ITBS MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, GRADES 1-8 BY ETHNICITY, 1979-80, 1983-84, AND 1984-85, 1982 NORMS.

(Page 3 of 3, Composite.)

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READING COMPREHENSION

GRADE	ETHNICITY	PERCENTILES 84	PERCENTILES 85	GRADE EQUIVALENTS 84	GRADE EQUIVALENTS 85
9	BLACK	26	29	7.76	8.07
	HISPANIC	29	36	8.10	8.62
	OTHER	67	70	11.81	12.26
	TOTAL	48	54	9.70	10.23
10	BLACK	24	39	8.20	9.68
	HISPANIC	34	43	9.09	10.08
	OTHER	67	74	13.03	14.06
	TOTAL	52	61	11.12	12.17
11	BLACK	25	29	8.70	9.22
	HISPANIC	32	39	9.67	10.50
	OTHER	65	73	14.02	15.00
	TOTAL	55	60	12.47	13.20
12	BLACK	22	24	8.84	9.15
	HISPANIC	27	31	9.59	10.12
	OTHER	59	67	14.01	15.03
	TOTAL	45	55	11.96	13.41

MATHEMATICS

GRADE	ETHNICITY	PERCENTILES 84	PERCENTILES 85	GRADE EQUIVALENTS 84	GRADE EQUIVALENTS 85
9	BLACK	24	25	7.87	7.95
	HISPANIC	29	32	8.27	8.59
	OTHER	71	72	12.47	12.52
	TOTAL	53	55	10.29	10.55
10	BLACK	31	36	8.95	9.45
	HISPANIC	41	44	10.10	10.44
	OTHER	70	74	13.64	14.19
	TOTAL	56	59	11.81	12.25
11	BLACK	24	29	8.86	9.32
	HISPANIC	39	42	10.45	10.78
	OTHER	67	69	14.18	14.55
	TOTAL	56	59	12.71	13.11
12	BLACK	28	28	9.61	9.61
	HISPANIC	35	42	10.70	11.53
	OTHER	69	71	15.10	15.44
	TOTAL	57	61	13.38	14.12

WRITTEN EXPRESSION

GRADE	ETHNICITY	PERCENTILES 84	PERCENTILES 85	GRADE EQUIVALENTS 84	GRADE EQUIVALENTS 85
9	BLACK	35	39	8.15	8.62
	HISPANIC	39	47	8.64	9.52
	OTHER	70	75	12.44	13.04
	TOTAL	57	60	10.65	11.12
10	BLACK	35	41	8.96	9.69
	HISPANIC	41	49	9.74	10.71
	OTHER	69	78	13.22	14.29
	TOTAL	58	66	11.94	12.89
11	BLACK	26	36	8.66	9.96
	HISPANIC	40	47	10.49	11.49
	OTHER	66	71	13.69	14.17
	TOTAL	57	62	12.78	13.27
12	BLACK	22	24	8.70	9.05
	HISPANIC	33	40	10.46	11.55
	OTHER	63	69	13.93	14.37
	TOTAL	50	58	12.73	13.56

USING SOURCES OF INFORMATION

GRADE	ETHNICITY	PERCENTILES 84	PERCENTILES 85	GRADE EQUIVALENTS 84	GRADE EQUIVALENTS 85
9	BLACK	32	36	8.29	8.73
	HISPANIC	37	44	8.83	9.39
	OTHER	68	72	11.81	12.50
	TOTAL	55	58	10.30	10.63
10	BLACK	32	36	9.07	9.55
	HISPANIC	38	42	9.70	10.09
	OTHER	67	73	13.22	14.07
	TOTAL	55	63	11.38	12.53
11	BLACK	21	30	8.58	9.55
	HISPANIC	36	42	10.26	10.93
	OTHER	69	75	14.38	15.37
	TOTAL	57	63	12.82	13.58
12	BLACK	24	23	9.50	9.45
	HISPANIC	32	41	10.40	11.42
	OTHER	65	72	14.61	15.87
	TOTAL	50	60	12.80	13.98

Attachment 2. TAP MEDIAN PERCENTILES AND GRADE EQUIVALENT SCORES GRADES 9-12 BY ETHNICITY, 1983-84 AND 1984-85, 1982 NORMS. Students at grade level would receive an X.8 grade equivalent median in grades 9-12. The median percentile rank for the national norm group is 50 for all grades.

(Page 1 of 2, Reading Comprehension, Mathematics, Written Expression, and Using Sources of Information.)

		SOCIAL STUDIES			
		PERCENTILES		GRADE EQUIVALENTS	
GRADE	ETHNICITY	84	85	84	85
9	BLACK	25	28	7.88	8.08
	HISPANIC	29	33	8.18	8.54
	OTHER	65	69	11.14	11.56
	TOTAL	50	54	9.88	10.18
10	BLACK	28	34	9.01	9.57
	HISPANIC	34	39	9.55	10.04
	OTHER	69	72	12.62	12.94
	TOTAL	56	62	11.39	12.03
11	BLACK	21	27	9.07	9.74
	HISPANIC	32	39	10.15	10.79
	OTHER	67	73	13.29	13.79
	TOTAL	50	57	11.94	12.45
12	BLACK	27	28	10.36	10.46
	HISPANIC	31	34	10.77	11.11
	OTHER	57	65	13.13	13.74
	TOTAL	44	51	12.00	12.66

		SCIENCE			
		PERCENTILES		GRADE EQUIVALENTS	
GRADE	ETHNICITY	84	85	84	85
9	BLACK	25	26	7.47	7.64
	HISPANIC	29	33	7.86	8.28
	OTHER	66	69	11.48	11.98
	TOTAL	49	53	9.79	10.14
10	BLACK	29	35	8.89	9.47
	HISPANIC	35	40	9.47	9.98
	OTHER	67	71	13.04	13.61
	TOTAL	54	58	11.30	11.84
11	BLACK	18	24	8.32	9.13
	HISPANIC	31	34	9.87	10.17
	OTHER	61	68	13.40	14.18
	TOTAL	49	55	11.81	12.48
12	BLACK	19	17	9.13	8.88
	HISPANIC	26	34	9.91	10.72
	OTHER	58	67	13.83	14.85
	TOTAL	46	52	12.21	13.00

		COMPOSITE SCORES			
		PERCENTILES		GRADE EQUIVALENTS	
GRADE	ETHNICITY	84	85	84	85
9	BLACK	26	29	7.95	8.22
	HISPANIC	31	38	8.39	8.96
	OTHER	70	74	12.06	12.46
	TOTAL	53	56	10.28	10.57
10	BLACK	27	33	8.88	9.49
	HISPANIC	33	41	9.51	10.29
	OTHER	68	75	13.06	13.90
	TOTAL	55	62	11.61	12.41
11	BLACK	20	26	8.77	9.52
	HISPANIC	33	39	10.22	10.79
	OTHER	68	73	13.88	14.48
	TOTAL	55	61	12.45	13.17
12	BLACK	22	20	9.46	9.30
	HISPANIC	29	35	10.36	11.09
	OTHER	62	71	13.98	14.88
	TOTAL	48	57	12.51	13.41

Attachment 2. TAP MEDIAN PERCENTILES AND GRADE EQUIVALENT SCORES GRADES 9-12 BY ETHNICITY, 1983-84 AND 1984-85, 1982 NORMS.

(Page 2 of 2, Social Studies, Science, and Composite Scores.)

		ALL STUDENTS TESTED								STUDENTS TESTED BOTH FALL AND SPRING			
		PERCENTILES				GRADE EQUIVALENTS				PERCENTILES		GRADE EQUIVALENTS	
TEST	ETHNICITY	82	83	84	85	82	83	84	85	FALL 1984	SPRING 1985	FALL 1984	SPRING 1985
LANGUAGE	BLACK	21	26	24	29	K.09	K.20	K.16	K.25	25	29	P.64	K.26
	HISPANIC	30	32	34	34	K.29	K.32	K.37	K.36	33	36	P.76	K.41
	OTHER	61	63	65	65	1.18	1.25	1.34	1.34	58	66	K.23	1.39
	TOTAL	47	49	51	51	K.70	K.78	K.83	K.83	43	53	P.93	K.88
LISTENING	BLACK	26	32	26	29	K.32	K.43	K.32	K.37				
	HISPANIC	32	35	36	34	K.44	K.51	K.53	K.48				
	OTHER	58	64	66	62	K.93	1.06	1.10	1.01				
	TOTAL	43	47	48	45	K.67	K.74	K.76	K.71				
MATH	BLACK	28	33	29	31	K.26	K.36	K.29	K.32				
	HISPANIC	30	36	36	35	K.30	K.44	K.45	K.43				
	OTHER	61	65	69	68	1.06	1.17	1.27	1.23				
	TOTAL	46	53	53	53	K.68	K.84	K.84	K.85				

Attachment 3. ITBS MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, KINDERGARTEN, BY ETHNICITY, SPRING TEST FOR 1981-82 THROUGH 1984-85 AND FALL AND SPRING 1983-84 AND 1984-85, 1982 NORMS. Students at grade level would receive an X.1 grade equivalent median in the fall and an X.8 in the spring. The median percentile rank for the national norm group is 50 for fall and spring.

GRADE	ETHNICITY	READING TOTAL	LANGUAGE TOTAL*	WORK-STUDY TOTAL**	MATH TOTAL	COMPOSITE
1	Black	67	67	72	57	67
	Hispanic	70	68	75	66	69
	Other	87	86	86	83	85
	Total	79	79	81	75	78
2	Black	69	72	71	65	70
	Hispanic	71	71	76	69	72
	Other	88	81	88	85	86
	Total	81	77	83	77	79
3	Black	67	76	70	67	70
	Hispanic	71	78	74	72	74
	Other	88	89	87	86	88
	Total	80	83	81	79	81
4	Black	64	68	70	61	66
	Hispanic	71	75	74	70	73
	Other	88	87	89	87	88
	Total	81	81	82	78	81
5	Black	67	71	69	60	68
	Hispanic	71	75	76	70	73
	Other	89	88	91	88	89
	Total	80	81	84	78	82
6	Black	64	71	66	58	67
	Hispanic	69	74	75	67	72
	Other	90	89	91	87	90
	Total	81	81	84	78	82
7	Black	65	72	62	59	66
	Hispanic	68	75	70	68	72
	Other	90	89	91	87	90
	Total	81	83	83	78	82
8	Black	69	74	67	63	70
	Hispanic	71	75	75	70	74
	Other	92	91	93	89	91
	Total	86	86	87	82	86

GRADE	ETHNICITY	READING COMPREHEN	MATH	WRITTEN EXPRESSION	USING SOURCES OF INFORMATION	SOCIAL STUDIES	SCIENCE	COMPOSITE
9	Black	51	43	56	57	46	45	48
	Hispanic	58	51	66	64	52	52	58
	Other	85	86	87	86	82	83	88
	Total	74	74	77	76	71	71	74
10	Black	57	53	55	53	51	55	51
	Hispanic	60	63	64	59	57	60	59
	Other	84	85	87	83	83	84	85
	Total	74	75	78	76	76	75	76
11	Black	44	43	51	44	41	42	41
	Hispanic	54	58	61	56	54	53	56
	Other	79	79	80	84	82	80	82
	Total	71	72	73	74	70	71	74
12	Black	37	42	37	35	39	33	33
	Hispanic	44	56	54	53	45	50	49
	Other	72	79	78	81	73	78	78
	Total	64	72	70	72	61	67	68

Attachment 4. ITBS AND TAP MEDIAN PERCENTILE SCORES, URBAN NORMS, BY ETHNICITY, 1984-85. Grades 1-8: ITBS. Grades 9-12: TAP.

*Spelling in grades 1 and 2.
**Word Analysis in grades 1 and 2.

GRADE	MEAL STATUS	BLACK		HISPANIC		OTHER	
		%ile	(N)	%ile	(N)	%ile	(N)
1	Free/Reduced	42	(547)	45	(683)	60	(386)
	Full Price	59	(229)	60	(583)	80	(1946)
2	Free/Reduced	39	(495)	40	(632)	60	(333)
	Full Price	56	(306)	60	(511)	76	(1827)
3	Free/Reduced	39	(439)	43	(608)	57	(294)
	Full Price	54	(270)	58	(494)	77	(1610)
4	Free/Reduced	33	(438)	40	(624)	55	(294)
	Full Price	45	(267)	55	(510)	76	(1729)
5	Free/Reduced	33	(425)	38	(513)	52	(252)
	Full Price	48	(306)	53	(530)	75	(1561)
6	Free/Reduced	30	(380)	33	(516)	54	(229)
	Full Price	45	(326)	51	(534)	73	(1558)
7	Free/Reduced	29	(409)	32	(487)	48	(219)
	Full Price	42	(378)	49	(594)	72	(1889)
8	Free/Reduced	33	(355)	33	(464)	50	(206)
	Full Price	43	(397)	48	(612)	77	(2130)
9	Free/Reduced	25	(312)	27	(295)	50	(136)
	Full Price	32	(467)	45	(641)	75	(2274)
10	Free/Reduced	28	(182)	34	(180)	54	(100)
	Full Price	36	(328)	45	(461)	76	(1929)
11	Free/Reduced	21	(115)	27	(120)	53	(54)
	Full Price	31	(257)	41	(402)	73	(1635)
12	Free/Reduced	13	(123)	23	(76)	46	(38)
	Full Price	24	(231)	38	(346)	72	(1535)

Attachment 5. MEDIAN PERCENTILES, ITBS AND TAP COMPOSITE, STUDENTS QUALIFYING FOR A FREE OR REDUCED-PRICE MEAL (INCLUDING SIBLINGS), COMPARED TO STUDENTS NOT QUALIFYING, 1984-85. Grades 1-8: ITBS Composite Percentiles. Grades 9-12: TAP Composite Percentiles.

Bibliography

The following publications related to achievement testing are all available from the Office of Research and Evaluation (ORE), Austin Independent School District, Austin, Texas 78752.

1983-1984 Publications

Achievement testing: Doors to your child's learning. Austin, Tx.: Office of Research and Evaluation (Pub. No. 83.34), Austin Independent School district, January 1984.

This brochure describes the achievement tests and the language proficiency tests used in the Austin Independent School District. It also contains suggestions for parents to help their children prepare for achievement testing. (Revised edition of 82.34)

Preparing students for standardized testing: Everybody's business. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, April 1984. (Pub. No. 83.39)

Sizing up candidates for a new achievement test. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, April 1984. (Pub. No. 83.57)

Five factors critical to making the best choice for a new achievement test are presented, along with information and rating forms designed around the five factors.

1984-85 Publications

Empty bubbles: What test form did they take?: Paper presented at the annual meeting of the American Educational Research Association, Chicago, May 1985. (Pub. No. 84.39)

The Rasch person-fit statistic was applied to determine which students had taken the wrong form of a test.

Nuts and bolts of testing: A bulletin for test coordinators, 1984-85. Austin, Tx.: Office of Research and Evaluation (Pub. No. 84.05), Austin Independent School District, August 1984 - May 1985.

This is a periodic newsletter for building test coordinators and/or principals to keep them informed on issues related to testing. (Note: This is Volume VI of a continuing publication. Issues for the 1983-84 school year may be found in publication 83.01.)

Opportunity knocked out: Reducing cheating by teachers on student tests. Paper presented at the annual meeting of the American Educational Research Association, Chicago, May 1985. (Pub. No. 84.36)

Careful management of a testing program can greatly limit a teacher's opportunity to cheat and increase the likelihood that cheating will be detected.

SYSTEMWIDE EVALUATION: 1984-85 technical report. Austin, Tx.: Office of Research and Evaluation (Pub. No. 84.20), Austin Independent School District, June 1985.

The technical report describes the instruments and procedures used in data collection and the results of the systemwide evaluation effort. It is contained in three volumes. The information presented in Volume I concerns the District's achievement testing and minimum competency testing for graduation. Volume II contains survey results and summaries of District records. In Volume III, information relating to personnel and the District's annual performance is presented.

SYSTEMWIDE TESTING: 1984-85 evaluation plan. In Evaluation plans 1984-85. Austin, Tx.: Office of Research and Evaluation (Pub. No. 84.09), Austin Independent School District, September 1984.

The systemwide testing evaluation plan for 1984-85 is included with all other ORE 1984-85 plans.

Texas Assessment of Basic Skills, 1985 final report. Austin, Tx.: Office of Research and Evaluation (Pub. No. 84.25), Austin Independent School District, June 1985.

This report presents a summary of the 1985 TABS results for AISD compared with previous years' results.

TEXAS ASSESSMENT OF BASIC SKILLS: 1984-85 technical report, Austin, Tx.: Office of Research and Evaluation (Pub. No. 84.23), Austin Indpendent School District, June 1985.

This report presents the results of the sixth testing cycle of the Texas Assessment of Basic Skills (TABS), a statewide basic skills test for students in grades three and five and in high school (exit level).

The average achievement test score: A demagogue statistic. Paper presented at the annual meeting of the American Educational Research Association, Chicago, May 1985. (Pub. No. 84.42)

This paper presents alternatives for school districts in reporting achievement test results.

Brochures

Iowa Tests of Basic Skills, AISD elementary schools, 1984-85. Austin, Tx.: Office of Research and Evaluation (Pub. No. 84.30), Austin Independent School District, April 1985. (Revised edition of 83.24)

Iowa Tests of Basic Skills, your child's scores in basic skills AISD kindergarten, 1984-85. Austin, Tx.: Office of Research and Evaluation (Pub. No. 84.31), Austin Independent School District, April 1985. (Revised edition of 83.23)

Your scores on the Iowa Tests of Basic Skills, AISD junior high schools, 1984-85. Austin, Tx.: Office of Research and Evaluation (Pub. No. 84.29), Austin Independent School District, February 1985. (Revised edition of 83.25)

Your scores on the Tests of Achievement and Proficiency, AISD high schools 1984-85. Austin, Tx.: Office of Research and Evaluation (Pub. No. 84.26), Austin Independent School District, May 1985. (Revised edition of 83.26)

These brochures describe the test taken by the student and provide each student's scores. Spanish versions of both the elementary and kindergarten brochures are available. (Pub. Nos. 84.47 and 84.48)

STUDENT ACHIEVEMENT FACT SHEET FOR 1984-85

TESTING DATES

Grade(s)	Test	Dates	Make-ups
K	ITBS Language	September 10-14	September 17-21
7 and 8	ITBS	February 12-14	February 15-22
3, 5, and 9-12	TABS	February 11-15	February 18-20
K - 6	ITBS	April 23-25	April 26 - May 3
9 - 12	TAP	April 30 - May 1	May 11 and 18

CRITICAL NORMING DATES

Grade(s)	Test	Date
K - 2	ITBS	May 2
3 - 8	ITBS	April 28
9 - 12	TAP	April 21

NORMS USED AND YEAR OF NORMING

Grade(s)	Norms
K; fall	Interpolated fall percentiles for September testing; 1982 norms
7 and 8	Interpolated midyear percentiles for February testing; 1982 norms
K - 6	Spring percentiles; 1982 norms
9 - 12	Spring percentiles; 1982 norms

FUNCTIONAL-LEVEL TESTING

Functional level testing allows a student to take a test level which more closely matches classroom performance. AISD students in grades 4-6 take one of three ITBS test levels appropriate for that grade.

ITBS PRACTICE TESTS

Students in grades 1-8 have an opportunity to become familiar with the mechanics of taking the ITBS through a practice test. Locally developed during the 1979-80 school year, the short (10-30 minutes) practice test allows students to understand better the ITBS directions, how to mark an answer, and the test item format.

STUDENTS NOT INCLUDED IN TESTING

Special Education: Special education students whose Admission, Review, and Dismissal (ARD) Committee determined that they should be exempted from all or part of the ITBS, TAP, testing.

Limited English Proficient (LEP): After administration of the first subtest, LEP students who were dominant or monolingual in a language other than English could be excused from other tests if in the teacher's judgment the student could not understand English well enough to answer about one out of four items correctly (a chance level).

SCORES NOT INCLUDED IN ACHIEVEMENT SUMMARIES

Students' scores were excluded from achievement summaries under the following conditions.

ITBS and TAP

Special Education: Scores for special education students who received one or more hours (grades K-6) or more than three hours (grades 7-12) of special education services per day, or who took the test for experience only.

Limited English Proficient (LEP): Scores for students who were monolingual or dominant in a language other than English (LEP categories A and B).

TABS

Special Education: Scores for special education students who took the test even though exempted by their Admission, Review, and Dismissal (ARD) Committee or who took the test for experience only.

Invalid: Scores for individual tests which the teacher marked DO NOT SCORE because of a circumstance which makes the score invalid.

THE CALCULATION OF MEDIAN SCORES

The median scores (percentiles and grade equivalents) were calculated by determining the point which divides the ranked scores into halves. The procedures used for calculating this interpolated point on a continuum can be found in the 1981-82 Systemwide Evaluation Technical Report (ORE Publication Number 81.24, Appendix E).

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Notes

Comparisons to Reports from Previous Years

Prior to the 1983-84 school year, ITBS scores were based upon 1978 norms. Scores from 1979-80 through 1982-83 were recalculated using 1982 ITBS norms for this report. The median percentile and grade equivalent scores presented here are calculated independently using 1982 norms, based upon the most recent test data files. Each year some test records are updated by adding missing student information.

Anomalies

Over the past six years ORE staff members have noted several anomalies which may be present in achievement test data. Two are evident in this report.

For more information on these and other anomalies in achievement data, please refer to ORE Publication 81.60, Anomalies in Achievement Analyses.

Rounding

Numbers reported here are rounded to the most appropriate decimal place. Rounding can cause some calculations to appear to be incorrect. Total group medians and gains for groups are calculated independently rather than summed from previously rounded numbers.

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